

STATE TEACHERS COLLEGE  
AT  
LOWELL

1958-1960

THE COMMONWEALTH OF MASSACHUSETTS





# STATE TEACHERS COLLEGE

*AT*

## LOWELL



1958

1960

*Accredited by:*

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION  
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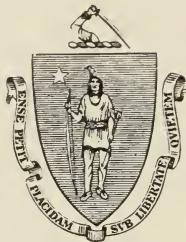
MASSACHUSETTS COUNCIL ON TEACHER EDUCATION  
NEW ENGLAND TEACHER-PREPARATION ASSOCIATION  
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AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION



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# The Commonwealth of Massachusetts



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A.M., Ed.D., Columbia University	
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Ed.D., Boston University	

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Robert J. Foy	<i>Instructor, English</i>
B.S.Ed., Plymouth Teachers College	
A.M., George Peabody College	
H. MARIE GARRITY	<i>Assistant Professor, Health and</i>
B.S.Ed., State Teachers College at Lowell	<i>Physical Education</i>
Ed.M., Boston University	
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A.B., Regis College	
A.M., Ph.D., Boston College	
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B.S.Ed., Massachusetts School of Art	
Ed.M., Tufts University	
APPOINTMENT TO BE ANNOUNCED.	<i>Librarian</i>
KALERVO KANSANNIVA	<i>Associate Professor, Speech and</i>
B.S.Ed., Ed.M., State Teachers College at Fitchburg	<i>Theater Arts</i>
A.M., Boston University	
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B.S.Ed., State Teachers College at Lowell	
Ed.M., Boston University	
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B.S. Soc. Sci., Boston College	
Ed.M., Boston College	
M.S.L.S., Simmons College	
ELIZABETH A. NEILSON	<i>Associate Professor, Health and</i>
B.S.Ed., Ed.M.,	<i>Physical Education</i>
Ed.D., Boston University	
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B.S.Ed., M.C.S., Boston University	
FREDERICK A. NORTON	<i>Instructor, Social Science</i>
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FRANCIS P. O'HARA	<i>Professor, Social Science</i>
A.B., A.M., Boston College	
Ph.D., University of Paris	

LEO PANAS	<i>Instructor, Art Methods</i>
B.S., Massachusetts School of Art Ed.M., State Teachers College at Fitchburg	
DOMENIC R. PROCOPIO	<i>Associate Professor, Music</i>
A.B., A.M., Harvard University Ph.D., Boston University	
JAMES M. RYAN	<i>Assistant Professor, English</i>
B.S., University of Massachusetts A.M., Ph.D., Boston University	
MARGARET R. SHANNON	<i>Assistant Professor, Education</i>
B.S.Ed., State Teachers College at Lowell Ed.M., Harvard University	
ROBERT M. SHAUGHNESSY	<i>Instructor, Music</i>
B.Mus., Mus. Ed.M., Boston University	
CYRUS D. THOMPSON	<i>Associate Professor, Music</i>
B.S.Ed., Pennsylvania State College M.M., Eastman School of Music, University of Rochester Ed.D., Boston University	
<b>BARTLETT SCHOOL</b>	
THOMAS F. MCSORLEY	<i>Master and Principal</i>
A.B., Holy Cross College	
GERTRUDE M. BAILEY	<i>Supervising Teacher, Grade Three</i>
B.S.Ed., State Teachers College at Lowell Ed.M., State Teachers College at Fitchburg	
ESTHER T. BURNS	<i>Supervising Teacher, Grade Five</i>
B.S.Ed., State Teachers College at Lowell Ed.M., Harvard University	
ELIZABETH C. COFFEY	<i>Supervising Teacher, Grade Six</i>
B.S.Ed., State Teachers College at Lowell Ed.M., Boston University	
DOROTHY C. EASTHAM	<i>Supervising Teacher, Grade Six</i>
B.S.Ed., State Teachers College at Lowell	
FRANCES C. MORIARTY	<i>Supervising Teacher, Grade Two</i>
A.B., A.M., Boston University	
CATHERINE V. O'CONNOR	<i>Supervising Teacher, Grade Four</i>
B.S.Ed., State Teachers College at Lowell Ed.M., State Teachers College at Fitchburg	
INSTRUCTOR TO BE ANNOUNCED.	<i>Supervising Teacher, Grade One</i>

**WASHINGTON SCHOOL**

HENRY E. MCGOWAN	<i>Master and Principal</i>
B.S., Lowell Textile Institute Ed.M., Boston University	

EDWARD BYRNE	<i>Supervising Teacher, Grade Five</i>
B.S.Ed., State Teachers College at Lowell	
Ed.M., State Teachers College at Fitchburg	
MARYCLARE HAYES	<i>Supervising Teacher, Grade Three</i>
B.S. Ed., State Teachers College at Lowell	
Ed.M., Boston University	
KATHERINE F. KEARNEY	<i>Supervising Teacher, Grade Six</i>
B.S.Ed., State Teachers College at Lowell	
Ed.M., Boston University	
GEORGINA P. KEITH	<i>Supervising Teacher, Grade Two</i>
B.S.Ed., State Teachers College at Lowell	
Ed.M., Boston University	
PENELOPE Z. KOPLEY	<i>Supervising Teacher, Grade Four</i>
B.S.Ed., State Teachers College at Lowell	
Ed.M., Boston University	

ALMA L. WARD	<i>Supervising Teacher, Grade One</i>
B.S.Ed., State Teachers College at Lowell	
Ed.M., Boston University	

#### SUPERVISORS OF MUSIC

HELEN J. COYNE	Bartlett Junior High School and Washington Elementary School
B.S.Ed. (Music), State Teachers College at Lowell	
A.M., Suffolk University	
MARY F. WALLACE	Bartlett Elementary and Junior High Schools
WILLIAM J. NOTINI	Lowell High School

#### COLLEGE STAFF

GEORGE J. M. GRANT, M.D.	<i>College Physician</i>
IRENE BOURGET O'LOUGHLIN, R.N.	<i>College Nurse</i>
MARION B. ATHERTON	<i>Senior Bookkeeper</i>
FLORENCE J. BRADEN	<i>Secretary to the Faculty</i>
MARY M. BRADY	<i>Junior Clerk-Stenographer</i>
KATHLEEN B. BYRT	<i>Head Clerk</i>
B.S.Ed., State Teachers College at Lowell	
BEATRICE L. MEAGHER	<i>Secretary to the President</i>

SCHOOL SYSTEMS COOPERATING IN THE STUDENT TEACHING  
PROGRAM IN ELEMENTARY EDUCATION

Acton	Haverhill	Tyngsboro
Andover	Lexington	Wakefield
Arlington	Medford	Westford
Bedford	Methuen	Wilmington
Chelmsford	North Andover	
Concord	Pepperell	

SCHOOL SYSTEMS COOPERATING IN THE STUDENT TEACHING  
PROGRAM IN MUSIC EDUCATION

Acton	Burlington	Maynard
Arlington	Haverhill	Tewksbury
Bedford	Lawrence	Wilmington
Billerica	Leominster	Winchester



## THE STATE TEACHERS

## PURPOSE AND

The State Teachers College at Lowell has as its purpose the education of men and women for teaching with specific concentration in the field of Elementary Education or of Music Education. Believing that the first requisite of a teacher is that he be an educated person, the College provides a broad program of studies and activities which emphasize cultural as well as professional development.

The curriculum is designed to guide the student to develop a philosophy based upon spiritual and moral values derived from an understanding of man's relationship to God; to understand himself and the world in which he lives; to acquire knowledge of the major fields of human interest and an integral understanding of their significance; to participate effectively and exercise leadership in group activities; to develop his creative abilities; to understand the child he is to teach; and to attain competence as a member of the teaching profession. The Music Education curriculum in addition guides the student to develop a broad musical understanding in both the vocal and instrumental areas; and to acquire sound musicianship.

Student participation in planning the over-all college program is utilized and encouraged. A high degree of rapport between faculty and students and among students is fostered and maintained. Concern for the



## **COLLEGE AT LOWELL**

### **HISTORY**

total development of the student is evident in the guidance program of the College and in its curriculum. The wide variety of activities and organizations sponsored by the College are designed to develop and extend the many talents: creative, dramatic, musical, and social, inherent in its students.

Laboratory experiences, including student teaching, are provided in the Bartlett and Washington campus schools (public schools of the City of Lowell) and in twenty-three cooperating school systems of the Commonwealth.

The College, located at the junction of Wilder Street and Broadway in the western section of Lowell and overlooking the Merrimack River, has an eighteen acre campus on which are the Administration and the Arts and Sciences buildings and a dormitory for women.

The education of teachers has been an objective of the State Teachers College at Lowell for many years. The development of the College reveals its constancy of purpose and its continuous concern for the improvement of teacher education. Historically, the State Teachers College at Lowell was established by the legislature of the Commonwealth of Massachusetts on January 6, 1894. Reflecting the educational philosophy and objectives of that era, the institution so created was named the

Massachusetts State Normal School at Lowell. It offered a two-year teacher education program in Elementary Education. Its curriculum was expanded in 1912 to include a three-year program in Music Education. A subsequent change occurred over one and one-half decades later when the program in Elementary Education was extended to a three-year one; that in Music Education, to a four-year degree program. The first degrees were awarded in 1928.

Again reflecting the impact of social change and the professionalization of teacher education, the institution was granted in 1932 a change of status to that of a four-year college and vested with the authority to confer degrees. It then became the State Teachers College at Lowell with the right to confer the degree of Bachelor of Science in Education to majors either in Elementary Education or in Music Education.

In retrospect, the development of the State Teachers College at Lowell reveals not only quantitative but also qualitative growth in the education of teachers. Through constant evaluation and change in objectives and curriculum, and through growth in enrollment, personnel, and physical plant, the State Teachers College at Lowell continues to meet the challenge implicit in the demand for personnel of professional caliber for the public schools of the Commonwealth.



## CALENDAR FOR ACADEMIC YEAR 1958-1959

### FALL SEMESTER

September 9 to 12	.	.	.	.	.	.	Freshman Orientation Program
September 15	.	.	.	.	.	.	Registration, A.M. and P.M.
September 16	.	.	.	.	.	.	Classes begin
October 13	.	.	.	.	.	.	Holiday
November 11	.	.	.	.	.	.	Holiday
November 27 to 30	.	.	.	.	.	.	Thanksgiving Recess
December 19 (noon) to January 4	.	.	.	.	.	.	Christmas Recess
January 5	.	.	.	.	.	.	Classes resume
January 16 to 19	.	.	.	.	.	.	Reading Period
January 20 to 26	.	.	.	.	.	.	Final Examinations
January 27 to February 1	.	.	.	.	.	.	Winter Recess

### SPRING SEMESTER

February 2	.	.	.	.	.	.	Registration, A.M. and P.M.
February 3	.	.	.	.	.	.	Classes begin
February 23	.	.	.	.	.	.	Holiday
March 27 to April 5	.	.	.	.	.	.	Spring Recess
April 20	.	.	.	.	.	.	Holiday
May 29 to June 1	.	.	.	.	.	.	Reading Period
June 2, 3, 4, 8, 9	.	.	.	.	.	.	Final Examinations
June 5	.	.	.	.	.	.	Class Day
June 7	.	.	.	.	.	.	Baccalaureate, A.M.
							Commencement, P.M.

(Calendar subject to change.)

# GENERAL INFORMATION

## ADMISSION\*

### Application for Admission

Every candidate for admission to the State Teachers College at Lowell is required to submit to the College:

1. A completed form entitled *Application for Admission to a State Teachers College*.

2. Through the high school principal, his high school record on a form entitled *High School Record* which includes *Ratings of Personal Characteristics*.

These forms may be obtained from the high school or college and should be filed early in the senior year.

### Time of Admission

1. Applicants may file an application and may be admitted provisionally under *Plan I* below on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half of the senior year which meets the requirements for admission by academic evaluation.

*Plan I* candidates whose applications are received on or after the date of the administration of any examination may be admitted immediately if there is no waiting list (*See p. 16, Waiting Lists*). If there is a waiting list, the procedure outlined in *Waiting Lists* applies.

2. Applicants not granted provisional admission under *Plan I* may submit applications on or after October 1 of the senior year, but must await the results of examination before being accepted for admission. It is to the advantage of these candidates to submit their applications in advance of the first examination, but applications will be accepted for the succeeding examinations.

### General Qualifications

Every candidate for admission as a regular student must meet the following requirements:

**HEALTH.** The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidence in this regard.

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\*The following are regulations taken from the *Bulletin of Information for 1958 for the State Teachers Colleges and the Massachusetts School of Art*. Issued by the Department of Education, Commonwealth of Massachusetts.

**HIGH SCHOOL GRADUATION.** The candidate must have a high school diploma or have equivalent preparation.

**COMPLETION OF SIXTEEN UNITS OF HIGH SCHOOL WORK.** The *High School Record* must show the completion of sixteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation.

**PERSONAL INTERVIEW.** A satisfactory personal interview of each candidate by faculty members of the college is required.

**PERSONAL CHARACTERISTICS.** The results of the personal interview and the moral character of the candidate must, in the judgment of the president of this College, warrant the admission of the candidate. The recommendation of the high school principal will be given consideration in determining the fitness of the candidate for the profession of teaching.

## Methods of Admission

**PLAN I, ADMISSION BY ACADEMIC EVALUATION.** The privilege of admission by academic evaluation is extended to public and private schools and academies in the Commonwealth of Massachusetts.

The Massachusetts Department of Education reserves the right to withdraw the privilege of admission by academic evaluation from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers College.

Admission by academic evaluation is granted to candidates on the following basis: a mark of *A* will be computed for four points; *B*, three points; *C*, two points; and *D*, one point. Candidates who have an average of not less than 3.0 in the highest sixteen units of high school work will be admitted without examination.

1. **Prescribed Units.** These sixteen units must include the following eight units: English (including grade twelve), four units; American History and Government, one unit; Algebra, one unit; Geometry, one unit; Biology or Physics or Chemistry, one unit.

2. **Distribution of Units for Applicants Admitted by Academic Evaluation.** The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, four units; Social Studies, four units; Science, four units; Foreign Language, five units (no credit accepted for less than two units of any one language); Mathematics, four units; Business Subjects, two units; Fine and Industrial Arts, two units (one additional unit

beyond the maximum may be granted in Music to candidates applying for admission to the program in Music Education); Home Economics, two units; and Physical Education, one unit.

**PLAN II, ADMISSION BY EXAMINATION.** Candidates who are not eligible for admission by academic evaluation as described in the foregoing but who qualify according to the General Qualifications previously listed may be admitted to this College on the basis of successful performance on the College Entrance Examination Board Scholastic Aptitude Test provided they present high school credits in the following subjects: English (through grade twelve), four units; American History and Government, one unit; Mathematics, two units; and Science, one unit.

All applicants who apply for admission under *Plan II* are required to take the College Entrance Examination Board Scholastic Aptitude Test. This test is conducted in examination centers established by the College Entrance Examination Board. Applicants may take the College Board Scholastic Aptitude Test in January, March, or May. Detailed instructions relative to making application for this test and the dates on which it is conducted may be secured from the director of admissions at the College, from the high school principal or from the College Entrance Examination Board, Box 592, Princeton, New Jersey.

All candidates for admission under *Plan II* are advised to take the College Board Scholastic Aptitude Test at the earliest possible date. The standing of the applicant will be determined by the Scholastic Aptitude Test score and the prescribed high school credits.

**ADMISSION OF STUDENTS TO THE PROGRAM IN MUSIC EDUCATION.** Students seeking admission to the program in Music Education, in addition to meeting the regular requirements for admission *under Plan I or Plan II*, are required to pass a Music Aptitude Test and demonstrate ability in music. Details in regard to the type of test and examination to be used may be obtained from the College. The Music Aptitude Test is conducted at the College in January, March, and May on the Friday subsequent to the date scheduled by the College Entrance Examination Board for the administration of its Scholastic Aptitude Test. Candidates may take the Music Aptitude Test not more than twice for any academic year.

**WAITING LISTS.** If the number of applicants qualified for admission, following the administration of the College Board Scholastic Aptitude Test and the Music Aptitude Test in January, March, or May, exceeds the number that the facilities of the College will accommodate, a waiting list will be established. The position of a candidate on the waiting list will be determined as follows:

The position of *Plan I* candidates will be determined according to the numerical evaluation described under *Plan I, Admission by Academic Evaluation*.

The position of *Plan II* candidates will be determined according to a numerical grade including an evaluation of the prescribed high school

credits and the College Board Scholastic Aptitude Test score. The eight prescribed high school credits will be evaluated as follows: a mark of *A* will be computed for four points; *B*, three points; *C*, two points; and *D*, one point.

Vacancies occurring between examinations will be filled from the established list. Candidates on a waiting list will have preference over all candidates (whether *Plan I* or *Plan II*) who become eligible for admission at subsequent examination dates.

## Admission as Advanced Students

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Massachusetts Department of Education.

## Opening of the College Year

The college year for 1958-59 begins on September 15, 1958 and for 1959-60 on September 14, 1959.

## DEGREE PROGRAMS

The State Teachers College at Lowell offers two programs in teacher education in which the degree of Bachelor of Science in Education is conferred. These programs provide for specialization either in Elementary Education or in Music Education.

## Length of Degree Programs

All undergraduate curricula offered are four years in length and lead to the Bachelor's degree. The degree of Bachelor of Science in Education is awarded for the four-year program in all of the State Teachers Colleges.

## Academic Requirements

A system of quality points is in force in all of the State Teachers Colleges. Under this system, grades will be given the following values: *A*, 4.0 to 5.0; *B*, 3.0 to 3.9; *C*, 2.0 to 2.9; *D*, 1.0 to 1.9; *E*, 0.

The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six semester hour course with a rating of 4.0 has a value of twenty-four quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

The average of the grades required for promotion or graduation is 2.0. Students with an average of less than 2.0 must withdraw from college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the president for such reasons as illness, home difficulties, etc. Students with an average of less

than 1.5 at the end of any semester may be dropped from the college. They may be permitted to re-enter with the permission of the Director of State Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, and similar circumstances.

Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked *Incomplete* unless eighty per cent of the work has been done at the time of discontinuance.)

The determination of quality points is made at the end of each semester and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

Grades of *E* can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects, in which *E* grades have been received, must be successfully repeated before the student may take advanced work.

The grade for a repeated or alternate course will be recorded in the college records as follows: *Repeated or alternate course . . . . .*  
*. . . . . passed at . . . . . with a grade of . . . . .*  
(Name) (College)

## EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget.

### Tuition Fees for Residents of Massachusetts

For full-time students, the tuition is \$100.00 a year payable in two installments at the beginning of each semester.

For part-time students, the tuition is \$3.50 a semester hour.

For students enrolled for credit in Extension and Summer courses, the tuition is \$10.00 a semester hour; for students enrolled as auditors, the tuition is \$7.50 a semester hour.

### Tuition Fees for Non-Residents of Massachusetts

For full-time students, the tuition is \$400.00 a year payable in two installments at the beginning of each semester.

For part-time students, the tuition is \$14.00 a semester hour.

For students enrolled for credit in Extension and Summer courses, the tuition is \$15.00 a semester hour; for students enrolled as auditors, the tuition is \$7.50 a semester hour.

### Registration Fee

Each applicant for admission to the College must pay a registration fee of \$10.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will

be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly established schedule of refunds, minus the registration fee.

### **Textbooks and Supplies**

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$50.00 a year.

### **Music Education Program Expenses**

For students in the program in Music Education there may be additional expenses to cover vocal instruction and instruments, detailed information on which may be had from the College.

### **Veterans**

The College welcomes veterans of the Korean War under Public Law 550. Under this law the veteran will pay his tuition and fees at the time of registration just as non-veteran students do.

### **Housing Accommodations**

Resident students select from and reside in housing accommodations approved by the College. Dormitory accommodations in Presidents Hall are available for twenty-one women. Preference is given to majors in Music Education who live beyond commuting distance of the College. Annual expense for board and room in the dormitory is \$476.00, payable in installments of \$119.00 quarterly.

## **EXTENSION PROGRAM**

There is a late afternoon and evening Extension Program at the College during the Fall and Spring semesters. The program offers courses on the graduate and undergraduate levels. There is also a six-week daytime Summer Extension Program. Applications and requests for information should be addressed to the Director of Extension Studies.

# COLLEGE SERVICES AND ACTIVITIES

## GUIDANCE PROGRAM

The guidance program of the College reflects its concern for the personal as well as the academic and professional development of its students. The program, both formal and informal in nature, guides the student from his initial adjustment to college life to his entrance into the teaching profession. Emphasis is placed on assisting the student to become a stable, mature person capable of analyzing his own problems objectively and of making intelligent choices and decisions.

The guidance of students in both academic and personal problems is the particular responsibility of the Dean of Men and the Dean of Women. However, faculty-student rapport is such that other staff members give generously of their time to assist students with problems.

The program of orientation for freshmen is initiated the week preceding the opening of college. The plans for this particular week are developed by a faculty-student committee to help the freshman student to adjust to the academic and social life of the college and to permit the college to plan for the academic needs of the student.

Academic adjustment is facilitated by a testing program designed to appraise the student's capacity for learning and his ability in the areas of English, reading, mathematics, and music. The results of these tests are used as the basis for the establishment of remedial courses in the subject areas measured. These are non-credit courses which are scheduled as part of the student's regular program.

Social adjustment is aided by upper-class members who help to orient the freshman student to the campus, to college activities and organizations, and who introduce him to the faculty. Social activities, such as coffee hour and a sports program, aid him in becoming acquainted with the members of his class.

All freshman students are required to attend the course *Orientation to College* one class hour a week throughout the year as an integral part of the guidance program. The plan for this course is quite flexible and is developed according to the particular needs of the class. The Dean of Women serves as the course coordinator but other faculty members participate and contribute to the program. This course is supplemented by individual conferences with the student. The results of the testing program are discussed with the student. Performance in the various tests is discussed in light of the student's evaluation of the test record. Attention is directed to weaknesses as well as to strengths and the student is encouraged to assume responsibility for the remediation of any weakness revealed.

Conferences with the individual student are continued throughout the four years of college. Particular attention is given to such a conference at mid-semester. At that time, each student whose level of per-

*Search for  
Truth . . .*



*Raise High  
Your Voices . . .*



*Learning  
Together . . .*



formance indicates the possibility of failing a course is interviewed first by the faculty member giving the course and then by the respective dean.

Data on the health and physical well-being of the student are gathered from periodic examinations by the college physician and from interviews by the college nurse and members of the Department of Health and Physical Education. When the presence of a physical abnormality is revealed, recommendation for correction is made to the student and a follow-up procedure employed.

Guidance in professional development and placement, while primarily the responsibility of the Director of Student Teaching and Placement, is an integral phase of the guidance program of the college. The liaison existing between the respective deans and the Director of Student Teaching permits optimum use of data relevant to the personal and academic development of a student and provides continuity in the guidance of his professional development.

An informal aspect of the guidance program appears in the role of the faculty advisor. Each class selects one of the faculty as honorary member and advisor. In this capacity, he guides the group in its extra-curricular activities and many times serves the needs of the individual class members. Faculty advisors are also selected by all student organizations and serve the needs of these groups in a similar manner.

## ACADEMIC AWARDS

### Silver Key Award

The Student Government Association annually awards at Commencement the Silver Key to three seniors selected on the basis of outstanding qualities of character, leadership, academic standing in the upper fifth of the class, and loyalty to the College.

### Degrees With Distinction

Degrees *With Distinction* are conferred at Commencement upon seniors who have maintained an academic average of 3.8 or better for the four years.

## LIBRARY

The College Library is located on the second floor of the Administration Building and houses a collection of 18,000 books on open shelves in its main room. Other sections of the library offer facilities for listening to music, a browsing area, an educational resources room which contains elementary school texts, children's books, sample tests, and other material useful to the student teacher, and a periodical reference room which contains magazines both in their original state or on microfilm. Services include the loan of books, pamphlets, film-strips, and recordings to registered borrowers.

## STUDENT ORGANIZATIONS

The College offers thirteen student organizations in which its student body may elect membership according to special interests and abilities. Students are free to become members of whichever club or clubs appeal to them and for which they are qualified beginning in the freshman year. There are no class restrictions except for *The Knoll* which is reserved for seniors. In this way, students begin at once to participate in extra-curricular programs, thus developing the qualities of cooperation, initiative, and general leadership which are essential to a teacher, plus the special skills and talents which might otherwise lie dormant. Of no less importance is the recreational value of these activities which is vital to the mental as well as to the physical health of the students. Each of the clubs is autonomous, having a faculty member present in an advisory capacity.

### **Student Government Association**

The Student Government Association provides self-government of the student body and promotes all student activities of the College. All other student organizations must comply with the general regulations formulated by the Student Government.

### **Campus Star**

The *Campus Star* is the college newspaper, staffed by student editors who are carefully selected by performance of definite assignments. The paper is published regularly throughout the academic year. Students have ample opportunity to learn reporting, layout, and all the other journalistic skills necessary for newspaper work.

### **Drama Club**

The Drama Club aims to develop an appreciation of the theater, to present plays, and to provide enjoyment through self-expression. In addition to its own dramatic productions, the Club assists the music department in the staging of its operettas and other musical programs which involve stage and dramatic skills. Students not interested in acting participate in the lighting, makeup, scenery, and other backstage activities essential to dramatic production.

### **Hillel Society**

Held in conjunction with students of Lowell Technological Institute, Hillel Society is an organization for Jewish students in the college. Meetings are held regularly.

### **Iona Fellowship**

The purpose of the Iona Fellowship is to provide for the spiritual needs of Protestant students and to give them opportunities to meet in social fellowship. Meetings are held in conjunction with students of the



*Playtime . . .*



*Dramatic  
Interlude . . .*



*The Long  
Reach . . .*

Lowell Technological Institute and of the Lowell General Hospital. An evening worship service and reception is held on the first Monday of each month at a local church and a dinner meeting with a lecturer on the third Thursday of each month.

### **Men's Athletic Association**

The MAA offers extra-curricular activities in the form of wholesome athletic games and recreational opportunities. The program includes football, basketball, volleyball, badminton, horseshoes, and ping-pong. Special events include a dance, a Sports Night, and an annual banquet. All activities contribute to the development of qualities of leadership and team work. Students who qualify may obtain Red Cross lifesaving certificates and officials' licenses in football and basketball.

### **Music Educators National Conference, Student Chapter 201**

The MENC, Student Chapter 201, is open to all students majoring in Music Education and to any other student actively interested in music. Membership in the MENC includes membership in the state musical organization, the Massachusetts Music Educators Association, and in the national musical organization, the Music Educators National Conference. Student members of the MENC enjoy the privilege of participating in state and national musical conferences sponsored by the parent organizations. Also, the student members are entitled to receive the publications of these professional groups. By participating in these musical activities, the student enhances his professional training as a future music teacher or supervisor.

As a college group, the Student Chapter sponsors shows, operettas, and entertainment for school functions, hospitals, orphanages, and other organizations. The group is active on the campus in collegiate functions and in music conferences at the state and national levels. This music club has established an MENC Loan Fund to assist worthy and needy members with their college expenses. The Student Chapter sends members as delegates of the college to state and national conferences.

### **Newman Club**

The purpose of the Newman Club is to provide for the spiritual needs of Catholic students and at the same time to extend their social and educational experiences. The program of activities includes lectures, dances, a Christmas party for orphans, Communion breakfasts, and a Day of Recollection. Meetings are held jointly with the students of Lowell Technological Institute in the auditorium of a local church under the direction of a chaplain.

### **Pegasus**

*Pegasus* is a literary publication of the College and is published bi-annually under the auspices of the Student Government Association. A student staff, chosen each year from carefully selected members of

the student body and designated the College Literary Magazine Staff, guides the publication of *Pegasus*. Material for the magazine is chosen from stories, poems, and essays submitted by the students in an effort to stimulate and further the development of their creative ability.

### **Science Club**

The Science Club gives students an opportunity to increase their knowledge of the theory and application of the various sciences by means of speakers, field trips, demonstrations, and individual projects. Members have the privilege of utilizing the laboratory equipment in other than class hours.

### **Student Library Committee**

The Student Library Committee acts as a liaison between the student body, the faculty library committee, and the college librarian. It provides students with an opportunity to assist in policy making and to gain intimate and practical knowledge of the functional problems of the library.

### **The Knoll**

This organization is limited to members of the Senior Class engaged in the publication of the Yearbook. Its purpose is to produce a book of such quality as befits the permanent historical record of the class in pictorial and literary style. All members of the editorial staff have the opportunity of working with the publisher on layout and of contributing original work to the literary, artistic, and business departments of the Yearbook.

### **Women's Recreational Organization**

The WRO offers to all women students a time to relax and enjoy themselves with other members of the college. For those who enjoy participation in sports, there are several activities: archery, badminton, basketball, bowling, horseback riding, lifesaving, ping-pong, softball, swimming, tennis, and volleyball. Others may take part in the administrative aspects of the program such as timing and scoring. Instruction in coaching is offered. Among the social activities of the group are an annual banquet at which letter awards are made and a winter weekend at a winter sports resort.

PROGRAMS OF STUDY  
FOR  
ELEMENTARY EDUCATION  
AND  
MUSIC EDUCATION

# CURRICULUM DESIGN FOR THE

## FRESHMAN YEAR

## SOPHOMORE YEAR

1. To develop the understandings and skills related to effective written communication.
2. To develop the understandings and skills related to effective oral communication.
3. To study significant literary works of the ancient and medieval worlds both for the message they convey and the periods they represent.
4. To develop an understanding of the growth and development of social, political, and economic institutions in the history of man.
5. To perceive the relationship between the principles of the biological sciences and the life of man.
6. To perceive the basic principles of the science of number systems.
7. To cultivate an appreciation of music and art, and an understanding of the contributions of the fine arts to mankind.
8. To develop an insight into the fundamental principles of psychology.
9. To participate in recreational activities.
10. To acquire knowledge with regard to the care and personal well-being of the individual.
11. To become oriented to college life.

1. To become oriented to future professional experiences.

1. To study significant literary works from the Renaissance to modern times both for their message and the period of cultural history they represent.

2. To develop an understanding of the growth of social, political, and economic institutions in America.

3. To develop an understanding of the growth and development of the federal and state governments of the United States.

4. To perceive the relationship between the principles of the physical sciences and the life of man.

5. To study the principles of geography and gain further insight into man's world environment.

6. To participate in recreational activities and to become acquainted with the knowledge of and skills in applying first aid.

1. To develop understandings relative to the purposes, function, organization, and administration of education in the American society.

2. To develop insight into the role of the child in the educative process and the interrelationship of factors which affect his development.

## PROGRAM IN ELEMENTARY EDUCATION

JUNIOR YEAR	SENIOR YEAR
<ol style="list-style-type: none"> <li>1. To perceive the relationship existing between the purposes of education in American society and those specific to the elementary school.</li> <li>2. To develop the understanding that the curriculum is the total experience which children undergo in the elementary school and which should be so designed as to effect optimum development for each child.</li> <li>3. To develop an understanding of the teaching-learning process as it affects the development of children with differing levels of ability and maturity.</li> <li>4. To acquire ability in the selection, organization, guidance, and evaluation of educative experiences which emphasize unity of learning and provide for the development of a variety of learning outcomes.</li> <li>5. To develop ability in the selection and application of instructional principles, procedures, and materials, including the audio-visual, which will facilitate the development of the child in communicative and social understandings and abilities, quantitative and scientific concepts, healthful living, and creative expression.</li> <li>6. To extend insight into, and develop facility in the application of, the basic principles of child development, curriculum, and teaching through a practicum in student teaching.</li> <li>7. To achieve increasing maturity and responsibility in the guidance of the total learning of children in the elementary school.</li> </ol>	<ol style="list-style-type: none"> <li>1. To perceive the need for corrective measures that will lead to more effective oral communication.</li> <li>2. To understand the role of philosophy in determining the existence and nature of valid knowledge and truth.</li> <li>3. To examine and gain insight into the principles involved in man's life as a social being.</li> <li>4. To participate in recreational activities.</li> <li>5. To extend and refine understanding and knowledge through individual selection of further experiences in the areas of the Humanities, Sciences, Social Sciences, and Education.</li> </ol> <ol style="list-style-type: none"> <li>1. To develop an understanding of the ethics of the teaching profession, the legal responsibilities of teachers, and to provide for the evaluation of all professional experiences in preparation for teaching.</li> <li>2. To develop insight into the special abilities and disabilities of exceptional children and to develop an understanding of principles basic to the selection and guidance of their curriculum experiences.</li> <li>3. To develop an understanding of the purpose and function of evaluation in the elementary school; of types of measuring techniques to be employed; and to acquire facility in the selection or construction, administration and scoring, analysis and interpretation of evaluative instruments.</li> <li>4. To develop insight into the historical forces and philosophical systems which have influenced the development of American education and which may serve as bases for the development of a personal philosophy of education.</li> </ol>

# CURRICULUM FOR PROGRAM

## FRESHMAN YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>			
<i>General Education</i>						
Eng. 303		Prin. of Effective Writing . . . .	3			
	Eng. 311	Literary Heritage I . . . .	3			
Sp. 331	Sp. 332	Oral Communication . . . .	1			
Hist. 901	Hist. 902	History of Western Civ. . . .	6			
Sci. 801	Sci. 802	Biological Science . . . .	6			
	Math. 812	General Mathematics . . . .	3			
Art 101		Art Appreciation . . . .	3			
	Mu. 601	Music Appreciation . . . .	3			
Psych. 701		General Psychology . . . .	3			
Phys. Ed. 401	Phys. Ed. 402	Physical Education . . . .	1			
Health Ed. 411		Personal-Community Health . .	2			
Orient. 001	Orient. 002	Orientation to College . . .	0			
<i>Professional Education</i>						
Orient. 001	Orient. 002	Orientation to College . . .	0			
						34

## SOPHOMORE YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>			
<i>General Education</i>						
Eng. 312		Literary Heritage II . . . .	3			
	Eng. 313	Literary Heritage III . . . .	3			
Hist. 904		United States History . . . .	3			
	Gov. 921	United States Government . . .	3			
Sci. 803	Sci. 804	Physical Science . . . .	6			
Geog. 931	Geog. 932	Principles of Geography . . .	6			
Phys. Ed. 403		Physical Education . . . .	1/2			
	Health Ed. 412	Standard First Aid . . . .	1/2			
<i>Professional Education</i>						
Ed. 201		Introduction to Education . .	2			
	Ed. 202	Child Growth and Development .	3			
						30

## IN ELEMENTARY EDUCATION

## JUNIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
<i>Professional Education</i>			
Ed. 221		Comm. Arts: Reading in the Elementary Curriculum . . . .	3
Ed. 222		Comm. Arts: Language Arts in the Elem. Curriculum . . . .	2
Ed. 223		Social Studies in the Elementary Curriculum . . . .	2
Ed. 224		Arithmetic in the Elementary Curriculum . . . .	2
Ed. 225		Science in the Elementary Curriculum . . . .	2
Ed. 226		Health and Phys. Ed. in the Elementary Curriculum . . . .	2
Ed. 227		Art in the Elementary Curriculum . . . .	2
Ed. 228		Music in the Elementary Curriculum . . . .	3
Ed. 229		Observation of Children in the Elementary School . . . .	0
Ed. 251		Student Teaching in the Elementary School . . . .	12

## SENIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Sp. 333		Speech in Education . . . .	2
Phil. 711		Introduction to Philosophy . . . .	3
	Soc. 941	Principles of Sociology . . . .	3
Phys. Ed. 404	Phys. Ed. 405	Physical Education . . . .	1
Electives	Electives	(From all areas) . . . .	12
<i>Professional Education</i>			
Ed. 261		Educational Seminar . . . .	2
Ed. 262		Meeting Special Needs and Abilities Through Reading . . . .	3
	Ed. 263	Educational Tests and Measurements	3
	Ed. 264	History and Philosophy of Education	3

126 semester hours required for the B.S.Ed. degree.

# CURRICULUM DESIGN FOR THE

GENERAL EDUCATION	FRESHMAN YEAR	SOPHOMORE YEAR
	<ol style="list-style-type: none"> <li>1. To develop the understandings and skills related to effective written communication.</li> <li>2. To develop the understandings and skills related to effective oral communication.</li> <li>3. To study significant literary works of the ancient and medieval worlds both for the message they convey and the periods they represent.</li> <li>4. To develop an understanding of the growth and development of social, political, and economic institutions in modern times.</li> <li>5. To perceive the basic principles of the science of number systems.</li> <li>6. To cultivate an appreciation of art and an understanding of the contributions of the fine arts to mankind.</li> <li>7. To develop an insight into the fundamental principles of psychology.</li> <li>8. To participate in recreational activities.</li> <li>9. To acquire knowledge with regard to the care and personal well-being of the individual.</li> <li>10. To become oriented to college life.</li> </ol>	<ol style="list-style-type: none"> <li>1. To study significant literary works from the Renaissance to modern times both for their message and the period of cultural history they represent.</li> <li>2. To acquire an appreciation of music through an historical perspective and the study of the styles and forms of musical literature.</li> <li>3. To participate in recreational activities and to become acquainted with the knowledge of and skills in applying first aid.</li> </ol>
BASIC MUSIC	<ol style="list-style-type: none"> <li>1. To understand and acquire skill in the fundamentals of music, including sight singing, ear training, and elementary harmony.</li> </ol>	<ol style="list-style-type: none"> <li>1. To continue the study of harmony and ear training, with form and analysis, keyboard harmony, piano accompaniments, and creative writing.</li> </ol>
MUSIC PERFORMANCE	<ol style="list-style-type: none"> <li>1. To acquire skill in the performance techniques of percussion instruments.</li> <li>2. To acquire an understanding of and skill in the techniques of string and woodwind instruments.</li> <li>3. To develop such functional proficiency in the use of the piano as is required for teaching in the public schools.</li> <li>4. To participate in large and small instrumental and vocal ensembles.</li> </ol>	<ol style="list-style-type: none"> <li>1. To acquire skill in the use of basic techniques of conducting.</li> <li>2. To continue development of skill in the functional use of the piano.</li> <li>3. To participate in large and small instrumental and vocal ensembles.</li> <li>4. To acquire an understanding of and skill in the performance techniques of brass instruments.</li> </ol>
PROFESSIONAL EDUCATION	<ol style="list-style-type: none"> <li>1. To become oriented to future professional experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop understandings relative to the purposes, function, organization, and administration of education in the American society.</li> <li>2. To develop insight into the role of the child in the educative process and the interrelationship of factors which affect his development.</li> </ol>

# PROGRAM IN MUSIC EDUCATION

JUNIOR YEAR	SENIOR YEAR
<ol style="list-style-type: none"><li>1. To experience rhythmic activities including folk dancing.</li></ol>	<ol style="list-style-type: none"><li>1. To understand the institutions of federal and state government through a study of the history of the United States.</li><li>2. To examine and gain insight into the principles involved in man's life as a social being.</li><li>3. To understand the development of scientific thought.</li><li>4. To participate in recreational activities.</li><li>5. To extend and refine understanding and knowledge through individual selection of further experiences in the areas of the Humanities, Sciences, Social Sciences, and Education.</li></ol>
<ol style="list-style-type: none"><li>1. To acquire skill in writing for band orchestral instruments, individually and in combination, and in arranging for school instrumental ensembles.</li></ol>	<ol style="list-style-type: none"><li>1. To study sixteenth century contrapuntal writing and to acquire skill in original scoring for one to four voices and choral arranging.</li></ol>
<ol style="list-style-type: none"><li>1. To understand the organization and training of choral groups and to develop skill in the techniques of choral conducting.</li><li>2. To develop proficiency in the use of vocal and choral techniques.</li><li>3. To maintain and extend skill in the functional use of the piano.</li><li>4. To participate in large and small instrumental and vocal ensembles.</li></ol>	<ol style="list-style-type: none"><li>1. To understand the organization and training of instrumental groups and to develop skill in the techniques of instrumental conducting.</li><li>2. To develop a major instrumental or vocal skill through performance.</li><li>3. To participate in large and small instrumental and vocal ensembles.</li></ol>
<ol style="list-style-type: none"><li>1. To develop understanding of and skill in methods of elementary education, supplementing this with student teaching in an elementary classroom.</li><li>2. To develop those understandings and skills necessary in guiding music experiences in the elementary school.</li><li>3. To develop facility in the application of the basic principles of music education through a practicum in student teaching in the elementary school.</li><li>4. To develop those understandings and skills necessary in guiding music experiences in the secondary schools.</li></ol>	<ol style="list-style-type: none"><li>1. To develop insight into the historical forces and philosophical systems which have influenced the development of American education and which may serve as bases for the development of a personal philosophy of education.</li><li>2. To obtain experience in student teaching and observation in music education in the secondary schools.</li><li>3. To understand the modern philosophy and techniques of supervision in music education and to develop skill in their application.</li></ol>

# CURRICULUM FOR PROGRAM

## FRESHMAN YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Eng. 303	Eng. 311	Prin. of Effective Writing . . . . .	3
Sp. 331	Sp. 332	Literary Heritage I . . . . .	3
Hist. 903	Math 812	Oral Communication . . . . .	1
Art 101	Psych. 701	Modern European History . . . . .	3
Phys. Ed. 401	Phys. Ed. 402	General Mathematics . . . . .	3
Orient. 001	Health Ed. 410	Art Appreciation . . . . .	3
	Orient. 002	General Psychology . . . . .	3
		Physical Education . . . . .	1
		Personal Health . . . . .	1
		Orientation to College . . . . .	0
<i>Basic Music</i>			
Mu. 621	Mu. 622	Theory I . . . . .	6
<i>Music Performance</i>			
Mu. 631	Mu. 633	Instrumental Class: String . . . . .	2
Mu. 651	Mu. 652	Instrumental Class: Woodwind . . . . .	2
Mu. 661	Mu. 662	Functional Piano . . . . .	2
		Ensemble . . . . .	2
<i>Professional Education</i>			
Orient. 001	Orient. 002	Orientation to College . . . . .	0
			<hr/> 35

## SOPHOMORE YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Eng. 312	Eng. 313	Literary Heritage II . . . . .	3
Mu. 603	Mu. 604	Literary Heritage III . . . . .	3
Phys. Ed. 403	Health Ed. 412	Music History and Literature . . . . .	6
		Physical Education . . . . .	1/2
		Standard First Aid . . . . .	1/2
<i>Basic Music</i>			
Mu. 623	Mu. 624	Theory II . . . . .	6
<i>Music Performance</i>			
Mu. 635		Instrumental Class: Percussion . . . . .	2
Mu. 636	Mu. 641	Instrumental Class: Brass . . . . .	2
Mu. 653	Mu. 654	Elementary Conducting . . . . .	3
Mu. 663	Mu. 664	Functional Piano . . . . .	2
		Ensemble . . . . .	2
<i>Professional Education</i>			
Ed. 201	Ed. 202	Introduction to Education . . . . .	2
		Child Growth and Development . . . . .	3
			<hr/> 35

# IN MUSIC EDUCATION

## JUNIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
Phys. Ed. 407		Rhythmic Activities . . . . .	1
<i>Basic Music</i>			
	Mu. 626	Theory III . . . . .	3
<i>Music Performance</i>			
Mu. 642	Mu. 638	Instrumental Conducting . . . .	2
Mu. 643	Mu. 644	Advanced Conducting . . . .	3
Mu. 655	Mu. 656	Vocal and Choral Techniques . . .	5
	Mu. 657	Functional Piano . . . .	2
Mu. 665	Mu. 666	Major Performance: Recital Class . .	1
		Ensemble . . . . .	2
<i>Professional Education</i>			
Ed. 229		Obs. of Child. in Elem. Sch. . . .	0
Ed. 241	Ed. 252	Role of Tchr. in Elem. Class. . . .	4
Mu. Ed. 671	Mu. Ed. 681	Student Tchg. in Elem. Class. . . .	2
	Mu. Ed. 673	Music in Elem. Sch. . . . .	3
		Student Teaching: Music in the Elementary School . . . .	2
		Music in the Jr. High School Curriculum . . . .	2
			32

## SENIOR YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
<i>General Education</i>			
	Hist. 905	U. S. History and Gov't. . . . .	3
	Soc. 941	Principles of Sociology . . . . .	3
Phys. Ed. 404	Phys. Ed. 405	Physical Education . . . . .	1
Sci. 805		Development of Scientific Thought . .	3
Elective		(From all areas) . . . . .	3
<i>Basic Music</i>			
Mu. 628		Theory IV . . . . .	3
<i>Music Performance</i>			
Mu. 658	Mu. 659	Major Performance: Recital Class . .	2
Mu. 667	Mu. 668	Ensemble . . . . .	2
<i>Professional Education</i>			
Mu. Ed. 674	Ed. 264	Music in the Senior High School Curr. .	2
	Mu. Ed. 675	Hist. and Phil. of Educ. . . . .	3
Mu. Ed. 682		Sup. of Music Education . . . . .	3
	Mu. Ed. 683	Student Teaching: Music in the Secondary School . . .	2
		Music at all Levels . . . . .	2
			32

134 semester hours required for the B.S. Ed. degree.

## COURSES OF INSTRUCTION

The courses offered are listed in alphabetical order according to departments. The course numbers have the following meaning:

**FIRST NUMERAL.** The first numeral in a course number indicates the department in which the course is offered, i.e.,

0 - Orientation	5 - Modern Language
1 - Art	6 - Music
2 - Education	7 - Philosophy and Psychology
3 - English	8 - Science and Mathematics
4 - Health and Physical Education	9 - Social Science

**SECOND AND THIRD NUMERALS.** The second and third numerals indicate the sequence of course offerings in a given department.

**ELECTIVE OFFERING.** An asterisk appearing after the title of a course indicates an elective offering

### 001-002. Orientation to College

Guidance is given in the development of skills both academic and social which facilitate adjustment to college life. The student is assisted in self appraisal through utilization of the results of the Freshman Orientation testing program. Through an overview of the curriculum design he is oriented to future professional experiences.

MARY E. McGAUVRAN

Non-credit.

## DEPARTMENT OF ART

DEMERRITTE A. HISCOE

LEO PANAS

### Art 101. Art Appreciation

This course acquaints the student with the language of art and the tools for exercising judgment. A broad background of recognized art work is attained.

DEMERRITTE A. HISCOE

Three semester hours.

### Art 102. Art Materials and Techniques\*

Creative experiment in the use of art materials, techniques, scientific information, and design are studied in relation to aesthetic expression. Emphasis is placed upon understanding rather than skill in production.

DEMERRITTE A. HISCOE

Three semester hours.

### Art 103. History of Art\*

The history of man's social and cultural growth as it was expressed in many art forms is studied as a means for understanding art in the

world in which we live. Research covering main currents and great periods with resultant modern developments is required.

DEMERRITTE A. HISCOE

Three semester hours.

#### Art 104. Stage Design\*

A study is made of the equipment, materials, and techniques available for the production of a modern stage performance. Analysis of the play book, interpretive set design, scene and prop construction, stage lighting and make-up are important elements of the course.

DEMERRITTE A. HISCOE

Three semester hours.

### DEPARTMENT OF EDUCATION

MARGUERITE L. GOURVILLE, *Chairman*

GERTRUDE M. CUNNINGHAM

ALICE G. KIERNAN

HELEN G. DRINAN

MARY E. MCGAUVRAN

MARGARET R. SHANNON

Members of other departments who participate in the Professional Education Program:

WILLIAM R. FISHER

FRANCIS P. O'HARA

H. MARIE GARRITY

LEO PANAS

#### Ed. 201. Introduction to Education

Designed to provide an overview of education relative to its function in American society and its purposes, levels, personnel, control, and finance. The approach utilizes discussion, analysis of student background of school experiences, observation of children, and visitation. Here the student receives guidance and professional counselling relevant to the choice he will make in student teaching the following year.

GERTRUDE M. CUNNINGHAM

Two semester hours.

#### Ed. 202. Child Growth and Development

The findings of research in child development serve as operational guides in the study and understanding of the child in the elementary school. An exploration is made of the principles underlying the development of the physical, mental, moral, emotional, social, motor, language, and creative growth of the child. Emphasis is placed on change in the child and the relationship between the school and such change. Provision is made for the observation of children in elementary schools, in schools for exceptional children, and in group activities sponsored by social agencies.

ALICE G. KIERNAN

Three semester hours.

## **The Child and His Curriculum in the Elementary School: Course Sequence**

The child and his development in the elementary school serves as a unifying core for the course sequence Ed. 221-229 which is designed for students majoring in Elementary Education and which they experience in the semester immediately preceding student teaching.

Guidance is directed toward student development of the ability to appraise, select, and apply effectively those instructional principles, procedures, and materials which contribute to the growth of the child in communicative and social understandings and abilities, quantitative and scientific concepts, healthful living, and creative expression. Throughout the course sequence, extensive use is made of audio-visual equipment and materials.

### **Ed. 221. Communicative Arts: Reading in the Elementary Curriculum**

The role of reading in the development of the child constitutes the basis for a critical analysis of fundamental issues and principles in the teaching of reading. Systematic consideration is given to all phases of the reading program. The contributions of research are evaluated in terms of their relation to basic principles and of their functional application.

MARGARET R. SHANNON

Three semester hours.

### **Ed. 222. Communicative Arts: Language Arts in the Elementary Curriculum**

The focus of this course is the function of language in the development of the child, and the interrelationship which exists among the various phases of the language arts. Systematic consideration is given to the scope and sequence of the language program; primary emphasis is placed upon current practices in the development of the skills of listening, speaking, and writing.

Alice G. Kiernan

Two semester hours.

### **Ed. 223. Social Studies in the Elementary Curriculum**

The analysis of social values and needs serves as one of the bases for determining curriculum experiences which will contribute to the development of social understandings and skills in children. Experience is given in organizing units of work and in planning citizenship programs. Through self-evaluation, the student is encouraged to balance and develop his own potentials for social living.

GERTRUDE M. CUNNINGHAM

Two semester hours.

### **Ed. 224. Arithmetic in the Elementary Curriculum**

The logical sequence in arithmetic is studied with emphasis placed upon the acquisition of important mathematical meanings and relationships. Concrete approaches to abstract concepts, facts, operations, and

step processes are stressed. Attention is given to readiness, grouping, and manipulative materials.

HELEN G. DRINAN

Two semester hours.

### **Ed. 225. Science in the Elementary Curriculum**

This course is planned to familiarize the student with the many opportunities for science experiences in the school program through participation in experiments, field trips, and audio-visual demonstrations suitable to and effective at the maturation levels of children.

HELEN G. DRINAN

Two semester hours.

### **Ed. 226. Health and Physical Education in the Elementary Curriculum**

Experience is given in directing those games, rhythmical activities, singing games, posture and body mechanics which contribute to child growth. In the area of health education, emphasis is placed on the organization and content of health services, healthful living, and safety education.

H. MARIE GARRITY

Two semester hours.

### **Ed. 227. Art in the Elementary Curriculum**

The psychology of children's creative art expression provides the base upon which this course is organized. Opportunity is provided for experience with a variety of art media which stimulate the creative ability of children and contribute to learning.

LEO PANAS

Two semester hours.

### **Ed. 228. Music in the Elementary Curriculum**

The emphasis of this course is placed on developing those understandings and skills necessary in teaching children through the five areas of musical experience: singing, listening, rhythmic activity, playing, and creating; and on developing a knowledge of and facility in the use of available materials.

WILLIAM R. FISHER

Three semester hours.

### **Ed. 229. Observation of Children in the Elementary School: Required Supplementary Experience**

The purposes, principles, and procedures developed in Ed. 221-228 give direction to observation experiences in the laboratory school classrooms and in other teaching-learning situations.

While emphasis is on the student's seeing normal classroom activities throughout the semester, he is guided to give special attention to a particular phase of the teaching-learning situation in each observation. College faculty members in the related field and the supervising teacher participate in the discussion following each observation.

MEMBERS OF THE EDUCATION DEPARTMENT

Non-credit.

### **Ed. 241. The Role of the Teacher in the Elementary Classroom**

This course is designed for students majoring in Music Education. Guidance is directed toward developing the ability of the student to appraise, select, and apply effectively those methods and materials of instruction which contribute to the growth and development of children in the elementary school. The purpose of the course is to provide an opportunity for the student majoring in Music Education to study the total program of the elementary school in order that he may become an integral part of this program.

HELEN G. DRINAN

Four semester hours.

### **Ed. 251. Student Teaching in the Elementary School**

Growth, experience, and responsibility in teaching are developed through a practicum in elementary schools under the supervision of qualified teachers and principals. These teaching experiences, increased gradually until full responsibility is attained, are offered full time for one semester for students majoring in Elementary Education.

Individual student guidance is further provided through observation, demonstration and counselling by college faculty members of the Education Department who are consultants in each of the curriculum areas.

These teaching experiences are provided in two campus elementary schools (public schools of the city of Lowell) and in other cooperating school systems.

MARGUERITE L. GOURVILLE

AND

MEMBERS OF THE EDUCATION DEPARTMENT

Twelve semester hours.

### **Ed. 252. Student Teaching in the Elementary Classroom**

Student teaching, two days a week, in an elementary classroom in a campus elementary school is required, during the semester following completion of Ed. 241, of students majoring in Music Education.

HELEN G. DRINAN

Two semester hours.

### **Ed. 261. Educational Seminar**

Phases of ethics, school law, curriculum study, and new trends in elementary education are discussed. The members of the group re-evaluate their professional experiences. Some time is devoted to a consideration of the preparation for the first teaching position. Ed. 251 is prerequisite.

MARGUERITE L. GOURVILLE

Two semester hours.

### **Ed. 262. Meeting Special Needs and Abilities Through Reading**

The special abilities, characteristics, and reading problems of exceptional children, and the relative merits of programs designed to meet

the needs of these children are critically analyzed. Consideration is also given to the relation of disability in reading to child development.

The role of reading and literature in the solution of the personal and social problems of all children is examined and an exploration is made of children's literature. Ed. 221 is prerequisite.

MARGARET R. SHANNON

Three semester hours.

### **Ed. 263. Educational Tests and Measurements**

This course considers the nature of measurement, its purpose and value in the learning situation, and the types of measuring techniques to be employed. Attention is given to the development of certain statistical concepts, facility in the selection and use of measuring instruments, and in the interpretation of the data secured.

MARY E. McGAUVRAN

Three semester hours.

### **Ed. 264. History and Philosophy of Education**

The general purpose of the course is to construct a synthesis of the basic ideas of the foremost thinkers and teachers of civilization past and present. This general purpose, when achieved, will serve two specific purposes. First, the synthesis will be used as a frame of reference for the evaluation of contemporary American philosophies of education. Second, the synthesis will serve as a frame of reference to enable a prospective teacher to construct a philosophy of education for his guidance in teaching.

FRANCIS P. O'HARA

Three semester hours.

### **Ed. 265. Guidance in the Elementary School\***

The integral relationship between guidance and teaching is set forth in this course. The organic concept of child development is stressed. Techniques are suggested for recognizing and interpreting symptoms of maladjustment in children.

MARY E. McGAUVRAN

Three semester hours.

DEPARTMENT OF ENGLISH, SPEECH,  
AND THEATER ARTS

JULIAN ROBERTS, *Acting Chairman*

WILLIAM C. BURTO

ROBERT J. FOY

FORTUNATA C. CALIRI

KALERVO KANSANNIVA

JAMES M. RYAN

**Eng. 301. The Techniques of Written Expression**

This course is required of freshman students who demonstrate the need for improvement in written communication.

WILLIAM C. BURTO

Non-credit.

**Eng. 302. The Techniques of Reading**

This course is required of freshman students who demonstrate the need for improvement in their ability to read.

WILLIAM C. BURTO

Non-credit.

**Eng. 303. Principles of Effective Writing**

This course includes the study and practice of the principles of effective written communication. The course aims to develop awareness of diction, style, and grammatical usage through the provision of frequent written assignments and their evaluation. It also includes the principles and techniques of preparing a research paper.

WILLIAM C. BURTO

FORTUNATA C. CALIRI

ROBERT J. FOY

JAMES M. RYAN

Three semester hours.

**Eng. 304. Creative Writing\***

The principles and practices of creative writing as they apply to exposition, poetry, and short fiction are developed.

JULIAN ROBERTS

Three semester hours.

**Eng. 305. Advanced Creative Writing\***

This course provides workshop experiences in the application of the principles of creative writing.

JULIAN ROBERTS

Three semester hours.

**Eng. 311. The Literary Heritage of Western Culture I**

The study of man's relationship to God, to society, to individuals, and his attempts to discover his own nature forms the basis for an examination of representative works from the literature of Antiquity and the Medieval world.

WILLIAM C. BURTO

FORTUNATA C. CALIRI

ROBERT J. FOY

JAMES M. RYAN

Three semester hours.

### **Eng. 312. The Literary Heritage of Western Culture II**

The study of man's relationship to God, to society, to nature, and his attempts to discover his own potential is continued through an examination of representative selections from the literature of the Renaissance and the Enlightenment.

ROBERT J. FOY

JULIAN ROBERTS

JAMES M. RYAN

Three semester hours.

### **Eng. 313. The Literary Heritage of Western Culture III**

This course is a continuation of the study of those concepts fundamental to human life and thought involving the relationships of man to God, to society, to nature, and his efforts to discover his own nature through an examination of representative selections from the literature of the Romantic period to the present time.

ROBERT J. FOY

JULIAN ROBERTS

JAMES M. RYAN

Three semester hours.

### **Eng. 314. An Approach to Poetry\***

A study of various kinds of poetry, the course is designed to stimulate through critical analysis an appreciation of the nature and value of poetry.

WILLIAM C. BURTO

Three semester hours.

### **Eng. 315. British and American Poetry of the Twentieth Century\***

A critical and historical study is made of the major poets of the twentieth century. Detailed consideration is given to the works of Auden, Eliot, Frost, Hardy, Hopkins, Housman, Thomas, and Yeats.

WILLIAM C. BURTO

Three semester hours.

### **Eng. 316. Shakespeare\***

Interpretation is made of a selected number of the plays, including examples of the histories, tragedies, and comedies, to show the depth of the writer's insights into human values and the variety and scope of his mind. The course is supplemented by films and the music related to the plays.

FORTUNATA C. CALIRI

Three semester hours.

### **Eng. 317. The Short Story\***

An examination is made of short stories of the modern world in an attempt to understand the nature of short fiction and its relation to modern life. The works of ten American and European writers are examined and discussed.

JULIAN ROBERTS

Three semester hours.

**Eng. 318. American Literature of the Nineteenth and Twentieth Centuries\***

A study is made of the major American writers between the early nineteenth century and the present day. Particular attention is given to an analysis of the impact on literature of such conflicting forces as romanticism, realism, and naturalism.

JAMES M. RYAN

Three semester hours.

**Eng. 319. The Study of Literary Types\***

This course is devoted to the study of the accepted literary types, illustrating them with selections from world literature.

MEMBERS OF THE ENGLISH DEPARTMENT

Three semester hours.

**Eng. 320. History and Development of the English Language\***

This course examines English from an historical perspective which will better enable the student to understand and appreciate the English language as it is spoken and written today.

Emphasis will be placed upon the origin and development through phonetic, vocabulary, syntax, and semantic shifts in the language from its beginnings to the present day.

KALERVO KANSANNIVA

Three semester hours.

**Eng. 321. Tragedy\***

A comprehensive study is made of the theory and practice of tragedy, from Aeschylus and Aristotle to Camus and Arthur Miller. Both plays and novels are considered.

WILLIAM C. BURTO

Three semester hours.

**Sp. 331-332. Oral Communication**

This introductory course emphasizes the need for effectiveness in preparation and presentation in oral communication, and provides opportunities for study of and involvement in various kinds of communication experiences.

KALERVO KANSANNIVA

One semester hour.

**Sp. 333. Speech in Education**

This general survey course helps the prospective teacher to develop a sound philosophy concerning the place of speech in his personal and professional life. Stress is placed upon practical problems in speech for all teachers, including study of the scientific approach to language, interpretive techniques, and the basic principles of speech pathology with corrective procedures.

KALERVO KANSANNIVA

Two semester hours.

### **Th. Arts 341. Modern Drama\***

A critical study is made of the ideals, motives, and problems of modern life as revealed through a study of the methods and types of modern European and American drama from Ibsen through Miller.

KALERVO KANSANNIVA

Three semester hours.

### **Th. Arts 342. Stagecraft\***

This course stresses the functional approach to the study of theater arts. Participation in such workshop activity as scenery designing, building, painting, and lighting translates theory into actual practice.

KALERVO KANSANNIVA

Three semester hours.

## **DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION**

ELIZABETH A. NEILSON, *Acting Chairman*

IGNATIUS A. CISZEK

H. MARIE GARRITY

### **Phys. Ed. 401-402, 403, 404-405. Physical Education Activity**

#### **For Women:**

The physical education program for the respective classes centers around the knowledges and skills involved in a variety of activities. Each succeeding year, the class work changes to permit the student to gain new understandings, skills, and appreciations for this area of education. Emphasis in the senior year is on a recreational program, and opportunities for coaching are provided.

Such activities as field hockey, basketball, softball, and volleyball enable the student to become familiar with team sports. The individual sports also receive equal attention in the program. They include archery, badminton, and tennis.

A program of rhythms is included with emphasis on square and folk dancing.

The purpose of offering such a variety of activities is to enable the student to acquire such valuable qualities as social adaptation, leadership, poise, and respect for others.

H. MARIE GARRITY

ELIZABETH A. NEILSON

One semester hour each year.

#### **For Men:**

Physical education for men in the freshman year is devoted to the attainment of a measure of physical fitness. This objective is sought through the medium of gymnastics and tumbling, and apparatus work. Fundamentals of various sport activities are also presented at this time.

The sophomore physical education program is similar to the freshman program with concentration on advanced skills in the activities. Teaching skills are presented during the latter part of the year.

The senior program consists mainly of recreational activities. Opportunities for learning coaching skills and officiating techniques are presented at this time.

IGNATIUS A. CISZEK

One semester hour each year.

### **Phys. Ed. 407. Rhythmic Activities**

The emphasis of this course is on student participation in the following rhythmic activities: fundamental and creative rhythm, singing games, and folk, square, and social dancing. This course is designed for students majoring in Music Education.

MEMBERS OF HEALTH AND PHYSICAL EDUCATION DEPARTMENT

AND

WILLIAM R. FISHER

One semester hour.

### **Health Ed. 410. Personal Health**

This course presents to men and women who are majoring in Music Education the necessary knowledges and standards pertaining to personal health in order that they will be able to attain physical, mental, and social well-being as professional people.

IGNATIUS A. CISZEK

ELIZABETH A. NEILSON

One semester hour.

### **Health Ed. 411. Personal-Community Health**

This course presents to men and women the necessary knowledges and standards pertaining to personal and community health in order that they will be able to attain physical, mental, and social well-being as professional people and as citizens in a community.

IGNATIUS A. CISZEK

ELIZABETH A. NEILSON

Two semester hours.

### **Health Ed. 412. Standard First Aid**

The standard course in First Aid is offered in the sophomore year. It is organized primarily to prepare the student to administer first aid particularly to himself and to his family. Emphasis is given to the following needs: prevention, prompt medical attention, and understanding the common serious injuries. The course enables the student to receive the certificate offered by the American Red Cross upon completion of the requirements established by the department.

IGNATIUS A. CISZEK

One-half semester hour.

### **Health Ed. 413. Advanced First Aid\***

This course includes the advanced practices and skills of first aid advocated by the American Red Cross. The student is eligible to receive

the Advanced First Aid Certificate upon completion of the requirements established during the first meeting of the course. Though not a requirement of the course, the student wishing to receive his instructor's certificate is given an opportunity to complete additional work demanded by the American Red Cross.

IGNATIUS A. CISZEK

ELIZABETH A. NEILSON

Non-credit.

## DEPARTMENT OF MODERN LANGUAGES

FRANCIS P. O'HARA

DOMENIC R. PROCOPIO

### Fr. 501. French Civilization\*

The student is given a rapid review of the essentials of French grammar with special emphasis on phonetics and aural-oral drill. In addition a survey of French civilization is given in French. Two years of French in an accredited secondary school is prerequisite.

FRANCIS P. O'HARA

Three semester hours.

### Fr. 502. Survey of French Literature\*

This course is a general survey of French literature from the Middle Ages to the twentieth century. The lectures are implemented by written and oral reports on representative texts. The course is conducted in French. Three or more years of French in an accredited secondary school or the successful completion of Fr. 501 is prerequisite.

FRANCIS P. O'HARA

Three semester hours.

### Ital. 521-522. Italian\*

This is a beginning course in Italian, establishing through a comprehensive study of the grammar, a good foundation for the understanding of the language. The course is conducted as much as possible in Italian, stressing a natural pronunciation through conversation and oral reading. The student becomes acquainted with Italian culture as exemplified in simple literature and Italian songs and operas.

DOMENIC R. PROCOPIO

Six semester hours.

## DEPARTMENT OF MUSIC

EDWARD F. GILDAY, JR., *Chairman*

PAUL BREGOR

DOMENIC R. PROCOPIO

WILLIAM R. FISHER

ROBERT M. SHAUGHNESSY

CYRUS D. THOMPSON

### MUSIC HISTORY AND APPRECIATION

### Mu. 601. Music Appreciation

This course gives the student an understanding of our cultural heritage and the background from which it is derived. The approach is

through extensive guided listening, reading, and discussion. The course is designed for non-music majors.

MEMBERS OF THE MUSIC DEPARTMENT

Three semester hours.

### **Mu. 603. Music History and Literature I**

A study is made of the development of the sacred and secular forms of music from the pre-Christian era up to the middle of the eighteenth century. Performances and recordings are used for analysis.

PAUL BREGOR

Three semester hours.

### **Mu. 604. Music History and Literature II**

The course covers the period from the middle of the eighteenth century to the present. The impact on music of the changing social philosophies is analyzed. Performances and recordings are used for illustration and discussion.

PAUL BREGOR

Three semester hours.

### **Mu. 607. Music of the Renaissance and Baroque\***

A survey is made of one of the most fruitful and interesting periods in history, showing the effect of the changing times upon music. Recordings are used for illustration. The course is designed for non-music majors; no technical background is required.

PAUL BREGOR

Three semester hours.

### **Mu. 608. Music of the Classic and Romantic Eras\***

A study is made of significant social movements and their effect upon music from Haydn to Wagner. Piano performances and recordings are used for illustration. The course is designed for non-music majors; no technical background is required.

PAUL BREGOR

Three semester hours.

### **BASIC MUSIC**

#### **Mu. 611. Music Experiences**

This course provides a wider and advanced understanding of the fundamentals of the art of music. Completion of this course requires facility in reading with syllables and text, music of moderate difficulty. Special emphasis is placed on individual skill. The course is designed for non-music majors.

CYRUS D. THOMPSON

Non-credit.

#### **Mu. 612. Advanced Music Experiences\***

A continuation of the work in Mu. 611 is made, advancing to more difficult music. The course includes the study of notation, melody writing, and part singing. Special emphasis is placed on the development of each individual student. The course is designed for non-music majors.

CYRUS D. THOMPSON

Three semester hours.

### **Mu. 621. Theory I A**

This course concentrates mainly on solfege, developed by singing at sight, and on ear training, developed by rhythmic, melodic, chordal dictation. The technical understanding and handling of music notation are brought about through exercises and through examples of music literature.

DOMENIC R. PROCOPIO

Three semester hours.

### **Mu. 621. Theory I B**

This course continues the work begun in Mu. 621, progressing to an advanced level. The foundation for the study of harmony is established by intensive study of scales, intervals, triads, and the simpler chordal progressions.

DOMENIC R. PROCOPIO

Three semester hours.

### **Mu. 623. Theory II A**

This is a course in harmony, progressing to four part harmonization of melodies using the primary and secondary chords, non-harmonic tones, and simple modulation as exemplified in the music of the eighteenth century. Keyboard harmony, harmonic dictation, harmonic analysis, and creative work are integrated with the written exercises.

DOMENIC R. PROCOPIO

Three semester hours.

### **Mu. 624. Theory II B**

This is a course in advanced harmony, including secondary dominants, secondary seventh chords, altered chords and chromatic modulation as exemplified in the music of the nineteenth century. Corresponding progress is made in the integrated studies: keyboard harmony, harmonic dictation, harmonic analysis, structural analysis, and creative work.

DOMENIC R. PROCOPIO

Three semester hours.

### **Mu. 626. Theory III**

This course consists of the study of instrumentation and orchestration, emphasizing the writing of music for all orchestral instruments individually and in combination. The student writes orchestral transcriptions of piano music, arrangements for public school groups and for instrumental ensembles in the college, and original compositions. Score reading is studied through the analysis of representative scores including music applicable to school use.

ROBERT M. SHAUGHNESSY

Three semester hours.

### **Mu. 628. Theory IV**

This course in counterpoint is the study of the vocal polyphony of the sixteenth century, based on modality, and the study of the vocal and

instrumental polyphony of the eighteenth century, based on tonality. Choral arranging in these two styles is strongly emphasized. Analysis is made of a representative music of the sixteenth and eighteenth centuries from a contrapuntal point of view.

DOMENIC R. PROCOPIO

Three semester hours.

#### PERFORMANCE

### *Instrumental Techniques*

#### **Mu. 631. Instrumental Class: String**

An intensive course of class instruction in the fundamentals underlying the playing of string instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

ROBERT M. SHAUGHNESSY

Two semester hours.

#### **Mu. 633. Instrumental Class: Woodwind**

An intensive course of class instruction in the fundamentals underlying the playing of woodwind instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

ROBERT M. SHAUGHNESSY

Two semester hours.

#### **Mu. 635. Instrumental Class: Percussion**

An intensive course of class instruction in the fundamentals underlying the playing of percussion instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

CYRUS D. THOMPSON

Two semester hours.

#### **Mu. 636. Instrumental Class: Brass**

An intensive course of class instruction in the fundamentals underlying the playing of brass instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

CYRUS D. THOMPSON

Two semester hours.

#### **Mu. 638. Instrumental Conducting**

Advanced baton technique, score reading, and principles of instrumental interpretation are considered in this course. This is a laboratory

course in the problems encountered in school bands, orchestras, and ensembles. Study is made of suitable music literature from small ensemble to symphony, orchestra, and band. Discussion of the techniques of organization of instrumental programs is provided.

ROBERT M. SHAUGHNESSY

Two semester hours.

## *Choral Techniques*

### **Mu. 641. Elementary Conducting**

This course offers training in the technique of the baton as preparation for advanced instrumental and choral conducting. Using the class as a laboratory group, each student is given opportunity to conduct simple music, carefully selected to acquaint him with the basic problems of conducting, and their solutions.

EDWARD F. GILDAY, JR.

Three semester hours.

### **Mu. 642. Advanced Choral Conducting**

The many techniques involved in training and conducting a chorus are demonstrated, studied, and practiced. At the same time an acquaintance is gained with a wide repertoire of the choral music of many schools. Each student has numerous opportunities to conduct the class.

EDWARD F. GILDAY, JR.

Three semester hours.

### **Mu. 643-644. Vocal and Choral Techniques**

The course is designed to prepare the student to handle vocal problems on both an individual and group basis. Training is given in basic choral techniques such as diction, blend, pitch, balance, attacks, and releases. Through class demonstrations and discussions the student learns how to train and develop voices individually and collectively.

EDWARD F. GILDAY, JR.

Five semester hours.

## *Keyboard Techniques*

### **Mu. 651-652, 653-654, 655-656. Functional Piano**

Experience has shown that all music teachers have a constant need for some ability at the piano. All students majoring in Music Education are required to develop a functional proficiency at the keyboard as one of the requirements for the degree. To assist them, the department offers class-piano instruction without charge, beginning in the freshman year and continuing until the required proficiency is attained. The student is examined periodically to determine his rate of progress.

PAUL BREGOR

One semester hour each semester.

## *Solo Techniques*

### **Mu. 657-658-659. Major Performance: Recital Class**

Every student majoring in Music Education is required to present a recital during his senior year which will demonstrate a high degree of proficiency in his field of applied specialization. The program is given publicly, or privately for a faculty committee.

The recital class provides a laboratory in which are developed the techniques of stage deportment, program building, and critical analysis.

**EDWARD F. GILDAY, JR.**

AND

**MEMBERS OF THE MUSIC DEPARTMENT**

One semester hour each semester.

## *Ensembles*

### **Mu. 661-662-663-664-665-666-667-668. Ensemble**

Each student majoring in Music Education is required to participate in any *two* of the following activities in each of the eight semesters.

#### **Concert Choir**

The Concert Choir is open to a limited number of students selected by audition. The members study a wide variety of choral compositions and perform frequently in public and at college functions.

**EDWARD F. GILDAY, JR.**

One-half semester hour each semester.

#### **Laboratory Chorus**

The standard choral literature is studied and occasional public performances are given. This chorus is required of all students majoring in Music Education who do not qualify for the Concert Choir.

**DOMENIC R. PROCOPIO**

One-half semester hour each semester.

#### **Concert Band**

Advanced instrumentalists are eligible for the Concert Band. Assignment to this organization is made on the basis of audition. The course offers experience in band techniques and routine. Works from standard and contemporary repertoire are studied and performed in public concert. Opportunity is offered for ensemble and solo performance with band accompaniment.

**ROBERT M. SHAUGHNESSY**

One-half semester hour each semester.

#### **Laboratory Band**

This laboratory course is offered to students majoring in Music Education other than those who qualify for the Concert Band in order to give them ensemble experience on a band instrument. The repertoire for this group is limited to elementary and intermediate material. This band is an extension of the instrumental courses: Mu. 633, 635, and 636.

**CYRUS D. THOMPSON**

One-half semester hour each semester.

## **Orchestra**

Advanced instrumentalists are eligible for the orchestra. Assignment to this group is made on the basis of audition. Besides its work on the standard orchestra repertoire, the orchestra is used as a laboratory for student compositions.

**ROBERT M. SHAUGHNESSY**

One-half semester hour each semester.

## **College Chorus**

The College Chorus is open to all qualified students in the college. Major choral works are studied and prepared for public performance. Qualified students have the opportunity to rehearse and perform as soloists with the chorus in oratorio and advanced choral music literature.

**EDWARD F. GILDAY, JR.**

Non-credit.

## **Small Ensembles**

So far as it is possible, students are organized into small ensembles such as string quartets, madrigal groups, brass or woodwind ensembles, under faculty supervision, to encourage study and performance in this type of musical activity.

**MEMBERS OF THE MUSIC DEPARTMENT**

Non-credit

## **PROFESSIONAL MUSIC EDUCATION**

### **Mu. Ed. 671. Music in the Elementary School**

Emphasis is placed upon developing those skills and understandings necessary in teaching children in the elementary school through the five areas of musical experience: singing, listening, rhythmic activity, playing, and creating, and on acquiring a working knowledge of the available materials. The course is similar to Ed. 228 with special reference to the problems of the music educator.

**WILLIAM R. FISHER**

Three semester hours.

### **Mu. Ed. 673. Music in the Junior High School Curriculum**

Emphasis is placed upon developing those skills and understandings necessary in guiding junior high school music experiences. The major topics included are: the aims, content, organization, unit organization, teaching techniques, and means of evaluation of required and elective courses; and the evaluation of material and its interpretation in developing teaching techniques. One hour per week of observation is required in addition to the class meetings.

**WILLIAM R. FISHER**  
**ROBERT M. SHAUGHNESSY**

Two semester hours.

### **Mu. Ed. 674. Music in the Senior High School Curriculum**

Emphasis is placed upon developing those skills and understandings necessary in guiding senior high school music experiences. The major topics included are: curriculum, organization and administration of a choral and instrumental program; classes in music theory, music history and literature; production of assembly programs, concerts, band shows, operettas, and graduation music. One hour per week of observation is required in addition to the class meetings.

WILLIAM R. FISHER

ROBERT M. SHAUGHNESSY

Two semester hours.

### **Mu. Ed. 675. Supervision of Music Education**

This course examines the role of the director or supervisor of music in his total professional capacity. Discussion is based upon such problems as supervising techniques, administrative duties, curriculum development, scheduling, evaluating, purchase of equipment and supplies, and professional ethics and affiliations.

WILLIAM R. FISHER

Three semester hours.

### **Mu. Ed. 681. Student Teaching: Elementary School**

Observation and student teaching in the music area of the elementary school under skilled supervision are provided. Opportunities are given for the practical application of the principles and techniques emphasized in the courses in music education, with experience in the use of the recommended materials. These teaching experiences are provided in cooperating school systems.

WILLIAM R. FISHER

Two semester hours.

### **Mu. Ed. 682. Student Teaching: Secondary School**

Observation and student teaching in the music areas of the secondary school are provided. Opportunities are given for the practical application of the principles and techniques emphasized in the course in music education in the secondary school. These teaching experiences are provided in two campus schools (public schools of the city of Lowell) and in other cooperating school systems.

WILLIAM R. FISHER

AND

MEMBERS OF THE MUSIC DEPARTMENT

Two semester hours.

### **Mu. Ed. 683. Student Teaching: All Levels**

Observation and student teaching in the music areas of the elementary, junior high, and senior high schools are provided. Opportunities are given for the practical application of the principles and techniques emphasized in all courses in music education as well as an opportunity to observe the music educator in his total capacity. These teaching

experiences are provided in two campus schools (public schools of the city of Lowell) and in other cooperating school systems.

WILLIAM R. FISHER

AND

MEMBERS OF THE MUSIC DEPARTMENT

Two semester hours.

## DEPARTMENT OF PHILOSOPHY AND PSYCHOLOGY

THOMAS A. NORRIS

FRANCIS P. O'HARA

### Psych. 701. General Psychology

This course deals with the total processes of growth and development through the first twenty years. The psychological principles governing the growth and development of the individual's thought, feelings, and behavior are related to their practical application in the classroom. The learning process is developed in considerable detail.

THOMAS A. NORRIS

Three semester hours.

### Phil. 711. Introduction to Philosophy

An introduction to philosophy is made through an examination of the functioning of simple comprehension, judgment, and reasoning in determining the existence and nature of objectively valid knowledge, certitude, and logical truth. Consideration is given to the nature of the acts of the mind, the sources of certain knowledge, deductive and inductive reasoning, the validity of universal ideas, and objective evidence as the universal criterion of truth.

FRANCIS P. O'HARA

Three semester hours.

### Phil. 713. The Thinkers\*

This course examines the lives and writings of the great thinkers of the past whose ideas are exercising the greatest influence upon contemporary thinking.

FRANCIS P. O'HARA

Three semester hours.

## DEPARTMENT OF SCIENCE AND MATHEMATICS

JOHN J. FISHER, *Chairman*

WALTER P. COPLEY

PATRICIA E. GEHRT

WILLIAM H. MALONE

### Sci. 801-802. Biological Science

The principles of the biological sciences are taught with emphasis on general biological concepts and modes of scientific approach to biological problems. Laboratory work is an integral part of the course.

JOHN J. FISHER

PATRICIA E. GEHRT

Six semester hours.

### **Sci. 803-804. Physical Science**

This course is based on the development of broad theories and principles oriented to an understanding of the major scientific explanations of physical phenomena.

The course is built around a core of physics. The major emphasis is placed on understanding scientific generalizations of observable facts concerned with the properties and the structure of matter. Topics are drawn from fields of chemistry, astronomy, and theories of the structure of the atom. Laboratory work is an integral part of the course.

PATRICIA E. GEHRT

WILLIAM H. MALONE

Six semester hours.

### **Sci. 805. The Development of Scientific Thought**

This course is designed to present to students the highlights of the advance of science and scientific achievements through the years. Stress will be placed upon the non-technical treatment of subjects, and group discussions on the varied phases of science will be featured. This course is designed for students majoring in Music Education.

WILLIAM H. MALONE

Three semester hours.

### **Sci. 806. Problems in Human Physiology\***

The purpose of this course is to acquaint the student with the function of the human body through the study of a number of physiological problems. Since this presentation requires the description of the chemical and physical processes occurring in the living organism, a background knowledge of the biological and physical sciences is required.

JOHN J. FISHER

Three semester hours.

### **Sci. 807. Problems in Advanced Biology\***

The scope of this course includes problems of disease, immunological reactions, endocrinology, embryology, bacteriology, and parasitology. The selection of specific problems is dependent upon the interests of the students and the current research in the field.

PATRICIA E. GEHRT

Three semester hours.

### **Sci. 808. Elementary Electronics\***

A course designed for non-science majors who are interested in fundamental electronic concepts and their applications. Lectures and demonstrations are utilized throughout the course.

WILLIAM H. MALONE

Three semester hours.

### **Math. 811. Mathematics Skills**

This course is required of freshman students who demonstrate the need for improvement in their mathematical skills.

WALTER P. COPLEY

Non-credit.

### **Math. 812. General Mathematics**

This is a general education course designed to give the student opportunities to think through quantitative situations; to appreciate the concise, precise rigor of the number system as a means of communication; to gain insight into the fundamental processes of calculation. Unfamiliar number systems are developed and used with the fundamental processes. Problems based on principles of algebra, trigonometry, logarithms, and ratio are used to generalize and extend the fundamental concepts of the exponential number system.

WALTER P. COPLEY

Three semester hours.

### **Math. 813. Mathematical Analysis\***

This course presents a systematic study of many different modes of variation, guides the student to discover exact relations between varying quantities, and to devise suitable methods of making any necessary calculations. The course includes topics from elementary analytic geometry, elementary calculus, and trigonometry.

WALTER P. COPLEY

Three semester hours.

## **DEPARTMENT OF SOCIAL SCIENCES**

FRANCIS P. O'HARA, Chairman

JOHN R. FITZGERALD

EDWARD T. KNOWLES

PATRICIA A. GOLER

FREDERICK A. NORTON

IGNATIUS A. CISZEK (Assisting)

### **Hist. 901-902. History of Western Civilization**

Principles of history are analyzed in terms of their applicability to the growth and development of western culture patterns. Periodically, most problems are assigned for class discussion and analysis. A search for the root sources is emphasized in seeking solutions to the stated problems.

PATRICIA A. GOLER  
FREDERICK A. NORTON

Six semester hours.

### **Hist. 903. Modern European History**

A study is made of Western European civilization in modern times. The influence of the Middle Ages, the Renaissance, and the Reformation on the succeeding political and social eras is traced as a background to an understanding of contemporary European political and social problems. The course is designed for students majoring in Music Education.

FREDERICK A. NORTON

Three semester hours.

### **Hist. 904. United States History**

A comprehensive examination is made of the development of American ideals and institutions which form the basis of the American way of life. Areas in every period of our history that contributed to this study are carefully analyzed. Much attention is given to the historical backgrounds out of which have developed our social, political, and economic problems.

JOHN R. FITZGERALD

Three semester hours.

### **Hist. 905. United States History and Government**

An extensive survey is made of the Constitution of the United States insofar as it contributed to the development of American ideals and institutions. An attempt is made to show how the American people were able to solve major problems within the framework of the Constitution. The course is designed for students majoring in Music Education.

FREDERICK A. NORTON

Three semester hours.

### **Hist. 906. American Colonial History\***

This is a survey course in the history of the colonial areas of North America which were to become incorporated into the original United States of America. Projects and problems are assigned within the period beginning with Elizabethan interest in colonial development and carrying through the American Revolutionary War. Particular emphasis is placed upon the growth and development of culture practices and institutional patterns within the colonies of New England and of the Chesapeake Bay region.

FREDERICK A. NORTON

Three semester hours.

### **Hist. 907. Problems of Contemporary American Life\***

This course concentrates on the major problems of American contemporary life. An attempt is made to evaluate the causes, effects, and treatment of some of our social and economic problems with reference to the influence of science upon human experience. Several specific problems are analyzed. These include the problems of alcoholism, war, leisure and recreation, race relations, crime, housing, full employment, and social security. Extensive use is made of films, recordings, and slides.

JOHN R. FITZGERALD

Three semester hours.

### **Hist. 908. The Far East in Modern Times\***

This course is designed primarily as a survey of the history of the Far East. Emphasis is placed on the political, social, and economic growth of Japan, China, India, Korea, and Manchuria. Major attention is given to the modern period and to contemporary problems.

JOHN R. FITZGERALD

Three semester hours.

### **Hist. 909. History of England\***

The evolution and development of the English people and their institutions will be examined in depth. At the same time the constitutional, social, and intellectual growth of England will be evaluated in relation to its position in world affairs.

PATRICIA A. GOLER

Three semester hours.

### **Hist. 910-911. Western Civilization to 1500\***

A study is made of the significant changes in European society from the Roman Empire to the end of the fifteenth century. Particular attention is given to such problems as the classical heritage of medieval civilization and the emergence of a European state system and the main currents in medieval thought and letters.

PATRICIA A. GOLER

Six semester hours.

### **Hist. 912-913. Western Civilization since 1500\***

A study is made of the development of Europe since 1500. Attention is given to the Religious Revolutions, the emergence of the modern state, the French Revolution and the Napoleonic era, the Industrial Revolution, Imperialism, and the two world wars of this century. The continuity of past events is stressed to achieve a fuller understanding of contemporary world affairs.

PATRICIA A. GOLER

Six semester hours.

### **Gov. 921. United States Government**

The purpose of this course is to acquaint the student with the origin, development, and functioning of the United States Government, stressing an understanding of the Federal Constitution, legislative procedures, powers and duties of the President, and the importance of the Judiciary.

JOHN R. FITZGERALD

FREDERICK A. NORTON

Three semester hours.

### **Geog. 931-932. Principles of Geography**

The course concerns the physical elements in geography and their relation to the habitats of man. Such factors as the origin and evolution of the surface features of the earth, the oceans and inland waters, and the atmosphere and its circulation are studied in an attempt to show how these factors control man's use of the earth's surface.

EDWARD T. KNOWLES

Six semester hours.

### **Geog. 933. Economic Geography\***

The aim of this course is to develop geographic understanding of world patterns of present and potential producing and consuming areas, through a study of regional work and trade activities in their natural environmental and inter-regional relationships.

EDWARD T. KNOWLES

Three semester hours.

### **Soc. 941. Principles of Sociology**

This course includes a study of society, culture, places, people, basic institutions and processes, control and change as they affect man's social life.

FREDERICK A. NORTON

FRANCIS P. O'HARA

Three semester hours.

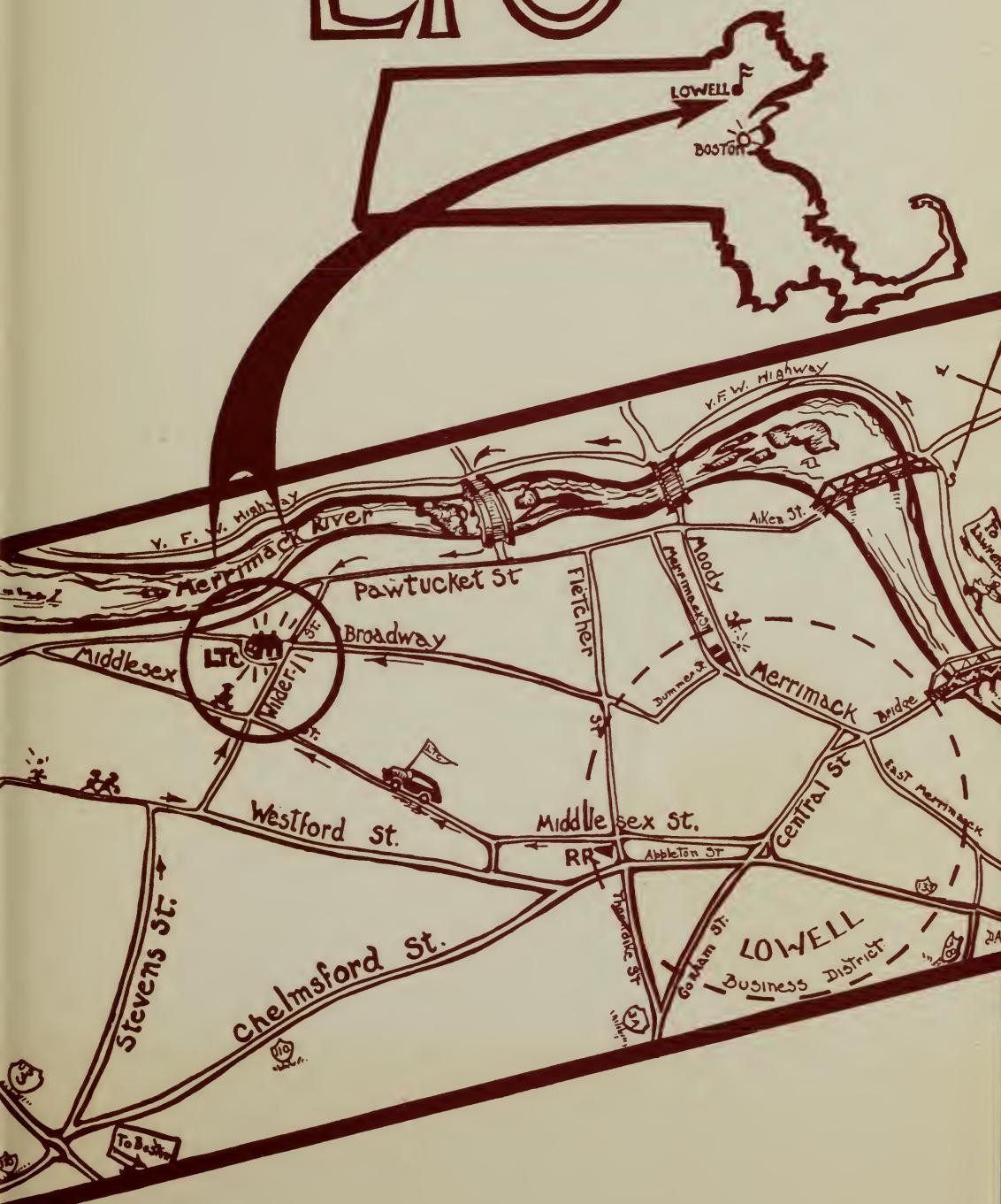
### **Econ. 951. Principles of Economics\***

This course is designed to enable students to evaluate policies which concern their own as well as local, national, and international economic problems.

IGNATIUS A. CISZEK

Three semester hours.

# LTC





THE COMMONWEALTH OF MASSACHUSETTS